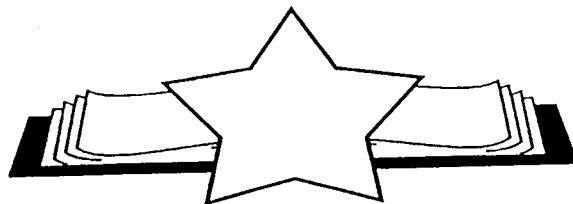


STAR



SCHOOLS

Deadline for Application to County Office:
DECEMBER 14, 2001

The Star School application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page

County	Passaic		
District (Proper Name)	Paterson Public Schools		
Address	Street P. O. Box		Zip Code
	33-35 Church Street		
	City		07505
Telephone	Fax	Email	
	(973) 523-9561		
Chief School Administrator	Dr. Edwin Duroy		
Nominated School (Proper Name)	Renaissance One School of Humanities		
Address	Street/P. O. Box		Zip Code
	East 31st Street & 11th Avenue		
	City		07514
Telephone	Fax	Email	
	(973) 321-0496	MLopez@paterson.k12.nj.us	
Principal	Maria L. Lopez		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature

NEW JERSEY
STAR SCHOOLS
2001-2002 APPLICATION

RESPONSES to the information below and the statements must be ANONYMOUS. No reference should be made to the names of the district, the school or the community. Use the words "the school" in referring to the applicant in the responses to the statements.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	School Enrollment <u>225</u>
<input checked="" type="checkbox"/> Elementary School	<u>K-6</u>	Name of the School's Specialization
<input type="checkbox"/> Middle School	<u> </u>	<u>School of Humanities</u>
<input type="checkbox"/> Junior High School	<u> </u>	<u> </u>
<input type="checkbox"/> High School	<u> </u>	<u> </u>
<input type="checkbox"/> Other: <u> </u>	<u> </u>	<u> </u>
Location:		
<input checked="" type="checkbox"/> Urban/city; <input type="checkbox"/> Suburban with urban characteristics; <input type="checkbox"/> Suburban; <input type="checkbox"/> Small City/Town; <input type="checkbox"/> Rural		
Previous Star School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, Year(s) <u> </u>		

KEYBOARDED RESPONSES to the statements below must be no more than a total of five pages. Keyboard the statement followed by the response.

1. Describe the school's specialization and its objectives, the student educational needs and the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* that it addresses. Detail how it promotes high student achievement and contributes to school-wide accomplishments.
2. Describe the professional development activities and research of the school's faculty. Detail to what extent these activities contribute to exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization.
3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies implemented.
4. Describe the school's overall approach to assessment. How are your methods aligned to the specialization? How are you ensuring that the content you are measuring is consistent with the *Core Curriculum Content Standards*? Provide student performance data for at least the 1999-2000 and 2000-2001 school years. Use state tests and, if available, national and/or district standardized norm-referenced tests, criterion-referenced tests, and/or alternative assessments. Explain any dramatic increase or decrease. Specify which groups, if any, are excluded from the assessments for which you provide data. Give the percentage of students excluded. You may use a chart.
5. Describe collaborative efforts with families, business, the community, school districts, and/or higher education that contribute to a school environment governed by the students' needs and promoting high student achievement.
6. **Previous Star School Winners Only:** Provide a one-page addendum to your application that describes efforts to expand or replicate the specialization within the school and/or the district. Have there been dissemination activities beyond the school or district? If so, please elaborate.

*The May 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education/6apps/0001>

1. Describe the school's specialization and its objectives, the student educational needs and the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards*,* that it addresses. Detail how it promotes high student achievement and contributes to schoolwide accomplishments.

This K-6 elementary school is in its fourth year of specialization in the study of the humanities, using integrated thematic planning to meet academic needs. We have also committed to using Coalition of Essential Schools as our Whole School Reform Model. This model was chosen by our school community because its principles are closely aligned with the vision that we set for our school at its inception. This school is in its twelfth year and was created to alleviate overcrowding in our district.

The vision of this school states that it is the shared responsibility of the entire educational community to provide a safe and caring environment. We support children emotionally, socially, and cognitively in an intellectually stimulating setting where individual ideas are valued.

Our action plan addresses all the needs of our students in a cohesive and organized manner. The departure point for meeting the needs of our students is the NJCCCS, including the CCWR. Faculty and students strive to achieve the standards through an integrated thematic approach. E.D.Hirsch's Core Knowledge Sequence is the framework by which we extend the content of instruction throughout the curriculum. Core Knowledge provides a complement to the district curriculum and assures the provision of a sequential and progressive approach to information that students need to know to be successful lifelong learners. The domains of Multiple Intelligences enable us to utilize a variety of activities to accommodate all teaching and learning styles.

The use of Bloom's Taxonomy and the concept of essential questions assures that instruction moves clearly through the acquisition of information to the critical thinking and problem-solving level, which is crucial to student learning.

The NJCCCS and the CCWR Standards are addressed schoolwide as follows:

- * By providing a research-based balanced literacy program (Standard 3)
- * By incorporating a storytelling program (Standard 3)
- * By offering a World Language Program (Standard 7)
- * By mainstreaming students through inclusion (All Standards)
- * By enhancing the experiences of students through cultural activities (CCWR)
- * By instilling values through Lifeskills and Hero Study Programs (CCWR)
- * By celebrating student learning through exhibits, displays and an annual Shakespearean Festival (All Standards / CCWR)
- * By remediating at-risk readers through FastForward Computer Program

For the past four years, we have been working to achieve school and state benchmarks. In May 2001, we exceeded our school and state benchmarks, as demonstrated by the ESPA Scores.

Even though we've reached our milestone, we choose to continue on our educational journey through high expectations and outstanding instructional practices.

2. Describe the professional development activities and research of the school's faculty. Detail to what extent these activities contribute to exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization.

In order to evolve from a traditional teaching model to a holistic, integrated approach, research was necessary to move forward. As a result of a needs assessment, we committed to finding a literacy program that offers our students a sequential approach to the reading process. We chose a research-based program which provides training in the pedagogy of reading.

The Abbott Law mandated that we select a WSR model. The staff of this school explored several models before reaching consensus on Coalition of Essential Schools.

We are presently in the process of researching a new mathematics program. As a result of a needs assessment, this is a necessary step to align ourselves with the NJCCCS and to give us a global approach to the teaching of mathematics.

The district provides staff development in all content areas of the NJCCCS. Our budget implementation plan includes individual teacher choices for professional development within the realm of classroom needs and specialization, as reflected in their individual PIPs. Teachers turnkey other staff members at grade level, collaborative friends' groups, and faculty meetings. Our Summer Curriculum Institute provides opportunity to use this knowledge as we collaboratively create our year-long plan and thematic units. Common planning time is incorporated into the master schedule allowing for consistency in refining plans making connections to the NJCCCS and CCWR, participating in peer coaching, observation and mentoring across grade levels.

Our ancillary staff monitors and implements strategies to design differentiated instruction. We achieve personalization through analysis of test scores, observation, teacher recommendation and anecdotal records. This results in providing small group and individualized instruction.

All of our professional development activities enhance the teaching practices of our staff. In order to meet the stringent requirements of the NJCCCS, we have implemented these best practice techniques through the use of: Bloom's Taxonomy / Essential Questions, the implementation of Multiple Intelligences, inclusion of special needs students in regular classrooms, block scheduling to accommodate the connection of literacy in all content areas.

Professional Development emanates from our collaborative partnerships with our WSR Model, Storytelling Arts, Inc., and the Manhattan Center for Educational Innovation. This specialized training allows us to develop culturally literate and highly-educated individuals.

3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies implemented.

The leadership style of this school is collaborative. The administrator chooses to empower her staff members by giving them the freedom to use innovative ideas and encouraging them to plan creatively. Thus, there is opportunity for risk taking. Decision and policy making come from an elected School Management Team. However; specific issues that are purely administrative are deferred to the principal. The entire school community, through the SMT, become stakeholders in all decisions at the building level. Elections are held annually for SMT members who are elected for either a one or two year term. Terms expire through rotation for continuity of progress during transition.

Monthly meetings are held to discuss schoolwide issues and at this time, each committee chairperson reports on the progress of their work. This site-based-managed school is governed by three main committees. They are as follows:

Educational Programs

This committee encompasses the scope of curriculum, assessment, and both staff and student programming. Whole School Reform initiatives complement these areas.

Fiscal

This committee develops a budget which provides funds for activities directly related to our humanities theme. These include curriculum and instruction, staff development, and student programming. The focus is to insure the connection of these programs to the NJCCCS and CCWR standards.

School Climate

This committee maintains positive interaction and a sense of unity among all the stakeholders. These include the Home School Council, Social Committee, Teacher Liaison, and drives for families in need.

Staff members are required to join one committee. They are encouraged to choose one in which they have a talent or interest. SMT members chair these committees.

This school has an adult population of forty five people divided into these three committees. Sub committees are set and ad hoc committees are added as needed. Committees set their course, work separately, and then converge. The result is a school-wide effort to work toward our thematic initiatives.

4. Describe the school's overall approach to assessment. How are your methods aligned to the specialization: How are you ensuring that the content you are measuring is consistent with the *Core Curriculum Content Standards*? Provide student performance data for at least the 1999-2000 and 2000-2001 school years. Use state tests and, if available, national and/or district standardized norm-referenced tests, criterion-referenced tests, and/or alternative assessments. Explain any dramatic increase or decrease. Specify which groups, if any, are excluded from the assessments for which you provide data. Give the percentage of students excluded. You may use a chart.

Our goal is to increase achievement and to direct instruction. We use multiple measures to assess student achievement in order to ensure that the data we collect truly reflects each students' strengths and weaknesses. The NJCCCS propel assessment in all areas. The following activities are reflective of our assessment:

* School Assessment and Grading Policy - Our policy gives uniformity across all grade levels on what must be assessed in order to complete the district-mandated report card. Each marking period students must be assessed using specific criteria.

* Performance Assessment - Four tasks, usually projects, are required each year. Students must demonstrate the acquisition of core content and are scored using a rubric. Rubrics are also used to score student writing and reports.

* Portfolios - Grades K-2 use work sampling portfolios to assess student achievement in a developmentally appropriate fashion. In Grades 3-6, writing portfolios are maintained for all students.

* Diagnostic Tests, Mid-Terms, Final Exams - In September, all students are given a diagnostic test in reading, writing and math to determine levels of achievement. Mid-term and final exams will assess the extent to which students have mastered content.

* Individualized Reading Inventories - All students who fall below 50% in reading on the standardized test will be assessed periodically using this tool. This assessment gives us a complete snapshot of a student's reading ability and intervention needed.

* Standardized Testing - District and state-mandated tests are both norm and criterion referenced. This school has shown steady growth toward meeting the benchmarks. This year we reached and surpassed school, district, and state benchmarks on the ESPA. (Chart A) All students participate in this type of testing. Sp.Ed. students' levels are determined by their IEP. Data from other standardized tests (Chart B) assists us in determining our level of achievement as a school, and as individual students. This data helps us to determine any additional services to students (Tutoring, Fast ForWord, PAC). As you can see, this plethora of assessment tools allows us to evaluate student learning in the content area, achievement of NJCCCS, and understanding of problem solving processes. Every aspect of our assessment drives our instruction.

ESPA	98-99	99-00	Benchmarks	00-01
Language Arts	50.0	53.3	60.5	89.7
Math	47.1	55.2	61.8	79.3
Science	70.6	83.3	85.7	96.6

Chart A

Language Arts Report

2001

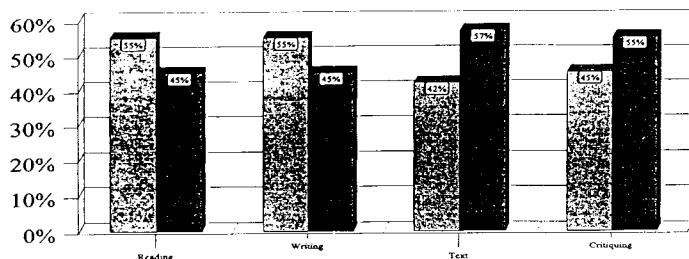
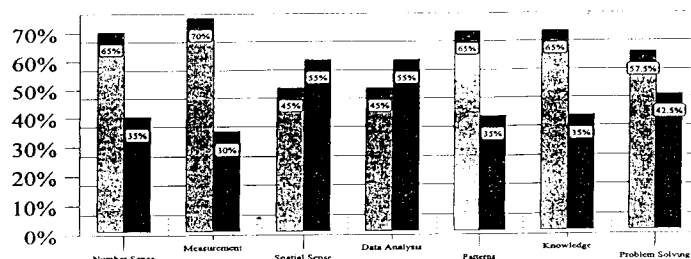


Chart B

□ Proficient ■ Not Proficient

Mathematics Report

2001



□ Proficient ■ Not Proficient

5. Describe collaborative efforts with families, business, the community, school districts, and/or higher education that contribute to a school environment governed by the students' needs and promoting high student achievement.

The environment of this school is conducive to the needs of the students it serves. Collaborations among family and community, partnerships with businesses, neighboring school districts and higher education institutions impact high student achievement.

Families hold an important role in setting high standards for our children. Since becoming a school of humanities, we have elected to institute a volunteer uniform policy. Parents have welcomed this concept and this idea has set the tone for students to make their focus purely academic.

Our School Management Team and Home School Council strive to offer family support. The purpose is to advocate an understanding of the services that are available to them through the community and local businesses. Community involvement is an essential component to meet the diverse needs of our families.

This school sponsors various community speakers in the health care field which include a psychologist, a pediatric ophthalmologist and a local pediatrician. Issues that have been addressed are all relevant to family growth and development. Our local hospital is also involved with child care programming and reinforcing the life skills taught at school. The police department provides us with safety programs, as well as the D.A.R.E. program. These community extensions connect students to real life issues and resources that are presently available to them and will continue to be in their future.

The partnerships with businesses that currently exist with this school provide programming which enhance and supplement our curriculum. This support is sometimes given through steady volunteers who read, inform and entertain our students. Monetary contributions have also been donated to allow for various projects to take place.

Professional collaboration and student partnerships have been established with other schools both within this district and other school districts. Our WSR model has linked us to Rutgers University and we are currently in the process of exploring the possibility of receiving a grant in the area of the performing arts from Montclair State University.

This school community gives students an awareness of the extensive possibilities the future holds for them. We promote self confidence in the students' ability to make a contribution and to become a positive member of society.